

Out

Aha Ahoout



This Issue

Educating for a Sustainable Future

**When going into the outdoors to find yourself
make sure you go with a crowd**

Kahunui our place

Learning by Living in the Great Outdoors

Orton Bradley Park

What a difference a day makes





Education Outdoors New Zealand

Commitment to fostering and advocating for quality outdoor learning experiences which can educate for a sustainable future

Our mission

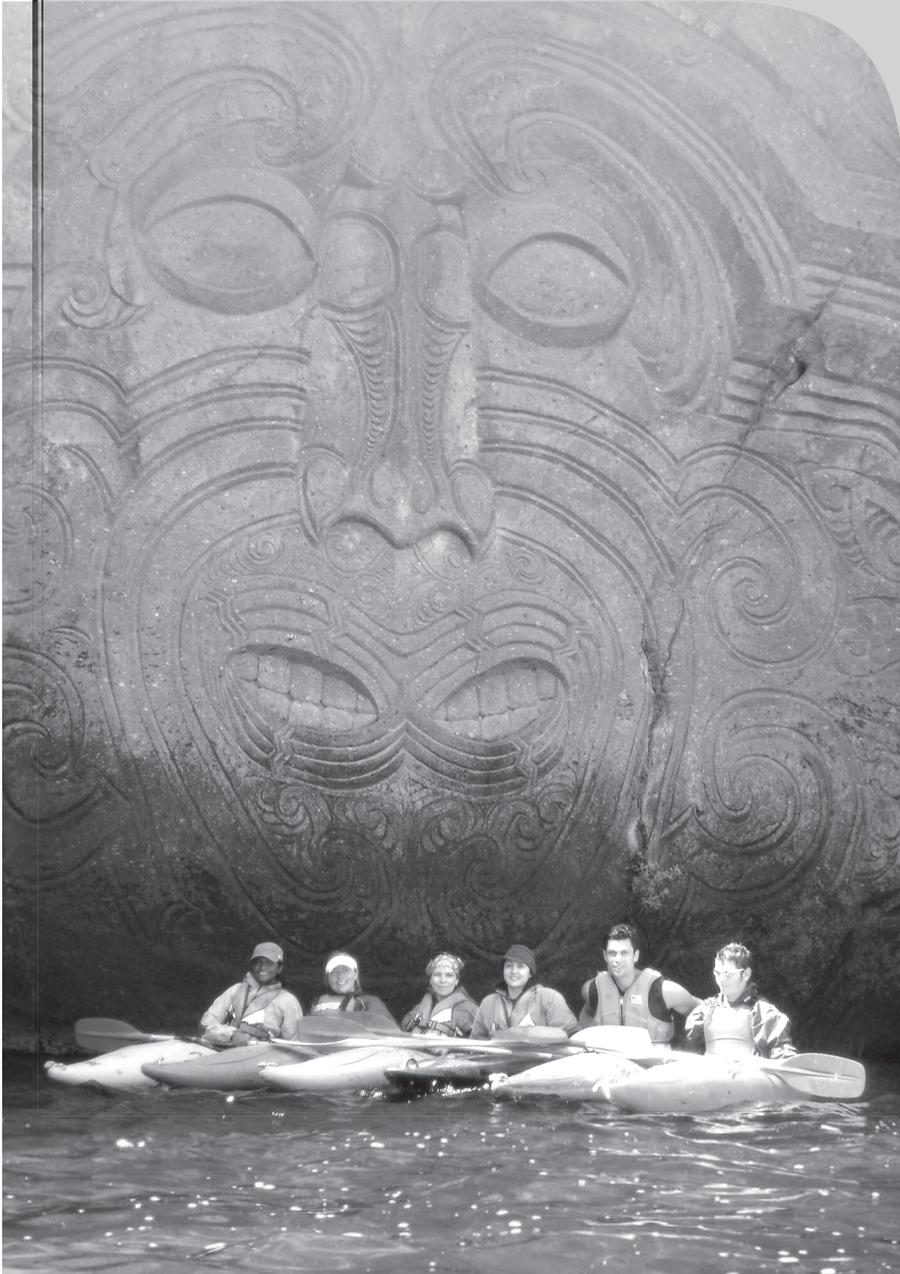
To increase participation in quality outdoor learning experiences.

Our goals

Engagement in advocacy to advance education outdoors

Education to build capability and improve practice

- **Advocacy**
- **E Newsletters**
- **Membership Magazine**
- **Training**
- **Professional Development**
- **Publications**
- **National Body Representation**
- **Networking**
- **Regional Focus**





Out and About

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Education Outdoors New Zealand

(EONZ).

EONZ is committed to fostering

and advocating for quality outdoor

learning experiences that can

educate for a sustainable future.

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Winter 2011

by David Irwin

Editorial

Welcome to the winter edition of *Out and About*. To be honest editing this edition has not been easy for like many others in Christchurch, my life is more than a little chaotic at present. The city is in turmoil and it is difficult to explain to those not here how the earthquakes have changed our lives. There is a constant reminder that things are not as they were, and conversations invariably come round to how people are coping, how much damage there has been to your home and neighbour hood, the latest scenes of demolition, road condition and congestion, how many homes in your suburb continue to be vacated on a daily basis, and how few recreational opportunities exist. Raw sewage still spills into rivers and estuary, polluting the citybeaches for the foreseeable future. I saw graffiti on a wall in the city: "Stay calm and carry on".

Schools have their own issues to deal with. Some schools have been completely destroyed and will need to be rebuilt, while others with structural damage will take many months to repair. Many schools have lost large numbers of students

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as their families have moved on, an impact likely to cause some redundancies as emergency funding from the government ceases at the end of the year. Needless to say the impact for students has been significant. For example the sharing of secondary school campuses has presented unique problems such as compressed teaching into shorter class periods, difficulties around access to sporting facilities, inconvenient bus routes and longer time taken to travel to schools, and maintaining a sense of school community in a school that is not your own. Many schools in the eastern suburbs have been particularly challenged. One high school had to deal with so many displaced students arriving at school inadequately fed that they had to establish a free lunch programme. There are also more serious academic issues such as difficulties in assessing NCEA in an equitable manner for the many students who have suffered most. There have been some interesting decisions. At a Canterbury regional EONZ get-together sometime after the February quake, outdoor education teachers observed that many out-of-school programmes had been cancelled in order to focus on important classroom learning, the assumption being that important learning only occurs indoors.

Over the last few weeks, the issue of mandatory qualifications has gained momentum. The Sir Edmond Hillary Outdoor Recreation Council requested submissions from the sector so that they might better inform SPARC. The Outdoors New

Zealand (ONZ) Board has released a position statement that suggests the outdoor sector will not be best served by universal and mandatory approaches to qualifications, single providers of qualifications, a focus on technical skill associated with industry qualifications, and that any discussion about qualifications needs to be considered alongside other factors such as experience, curriculum, purpose, pedagogy, and context. EONZ supports the position taken by ONZ and has also submitted a position statement that reinforces an emphasis on quality teaching and learning in the outdoors. Teachers need to be aware of this important discussion taking place and contribute where opportunities arise, for the issue of mandatory qualifications has the potential to significantly impact on the cost, delivery, content and focus of outdoor education in schools. There is also a risk mandatory qualifications could create constraints on EOTC in general if mandatory qualifications become the standard for taking groups outside of the school grounds.

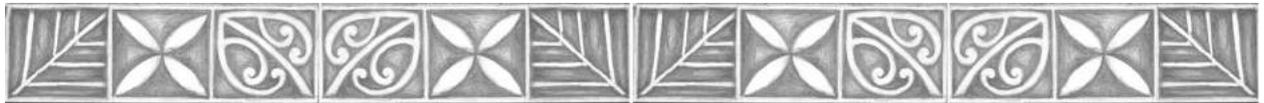
This issue of Out and About continues with an exploration of contemporary practices and pedagogy of education in the outdoors. In the first article, influential environmental educator Jocelyn Papprell continues discussion that has taken place over the last two issues about EFS achievement standards in NCEA. In the second article, researcher and academic Robyn Zink challenges the place of adventure in the search for self and concludes that meaning is found in local community and places. In

three articles that follow, educators based at outdoor centres discuss current trends at their places of work. The first by John Furminger of St Cuthbert's College discusses the award winning Kahanui outdoor education centre; the second by Brigid Graney discusses SEHOPC's wonderful Great Barrier Island maritime centre, and the third by Ian Luxford, discusses the historically unique Orton Bradley Park near Christchurch. These authors all signal what I perceive is a wider trend for outdoor centres throughout the country (particularly noticeable following the SEHOPC tragedy in the Mangatepopo Gorge) to focus more on holistic learning experiences and the environment those experiences are contextualised in. Other reading includes an article by Liz Thevenard and Dayle Anderson about the simple pleasures of an overnight experience for teacher trainees; a status report on the collaborative EONZ/NZMSC/NZAAEE training and resource development project by Fiona MacDonnald; and a review of influential outdoor educators Mike Brown and Brian Wattchow's new book *Pedagogy of Place*.

I hope you enjoy this edition of Out and About. Have a safe winter (if it ever arrives!).

Dave Irwin





A word from the Chair Liz Thevenard

**Earthquakes, Executive, Enliven,
Engage, Enrich, Excite, Explore,
Experience and the big E...**

Education.



Earthquake Christchurch

Our thoughts are with all the residents of Christchurch as they continue to meet the challenges of everyday life in their earthquake stricken city. Dave Irwin clearly expressed the enormous impact on people's lives, "The city is in turmoil and it is difficult to explain to those not here how the earthquakes have changed our lives." Not being part of this experience makes it extremely difficult to comprehend. I can only imagine. The resilience of people and their capabilities are often buried under the gloss of easy living and in challenging times these come to the fore. Being able to cook food on make shift fires, dig loos, build shelters, share and care have become essential skills. Many of these life skills have been developed in outdoor education experiences and have stood many in good stead for the weeks that have passed.

The National Executive

We are extremely sad to see Craig Donnelly step down from our executive. Craig has been a strong advocate for education outdoors and has been the voice of primary-level EOTC. His commitment and enthusiasm has been inspirational and he has always been willing to go the extra mile. I have personally appreciated his well considered, practical and down to earth approach. His involvement during the Get Outside Conference went beyond the call of duty and was a vital part in the success of this Conference. We will miss him.

The National Executive welcomes two new members, Megan Potter representing the Waikato Bay of Plenty and Libby Paterson Wellington. Megan has a depth of experience and commitment to outdoor education and teaches at Mt Manganui

College. Libby comes with an extensive background in teaching and advising in both primary and secondary schools and has a passion and enthusiasm for education outdoors. Both Libby and Megan will strengthen our commitment to reflecting the practising teacher's voice.

Professional Development

Through the support of SPARC we have designed and delivered a professional development package to schools to support the EOTC Guidelines Bringing the Curriculum Alive and are designing a web based resource package. Project manager Fiona McDonald and a dynamic team of writers, facilitators and co-facilitators have delivered ten workshops around the country. The team has been made up of many of the best outdoor educators in the country and we have been privileged to have



them on board. I have recently attended the Wellington workshop and I was hugely impressed by the interest in professional development, schools' commitment to education outside the classroom and the able facilitation by Arthur Sutherland and Libby Paterson. The workshop details are on our new web site, www.eonz.org.nz. A second workshop will follow next year and will introduce the web based resources. We are thrilled to see the new web site up and running and plan to refine and develop it over the next year. If you have any good ideas that will help to make it interesting, responsive and informative please email Catherine on eonz.eo@clear.co.nz.

Adventure Tourism and the Qualification Debate.

Over the past month many of you have provided feedback about mandatory outdoor qualifications for leaders taking groups into the outdoors. EONZ wrote a paper in response to your feedback and presented it to SPARC Sir Edmond Hillary Outdoor Recreation Council along with many others from the sector. Dave has put our position so ably and I wish to reinforce the words in his editorial, "the outdoor sector will not be best served by universal and mandatory approaches to qualifications, single providers of qualifications, a focus on technical skill associated with industry qualifications, and that any discussion about qualifications needs to be considered alongside other factors such as experience, curriculum, purpose, pedagogy, and context." EONZ does support the position taken by ONZ and has reinforced the importance of

quality teaching and learning and leadership in the outdoors. Our position paper will be posted on the new EONZ web site once I have further feedback. What do you think? Consider the following questions and feedback to our email: eonz.eo@clear.co.nz

"What is a suitable level of competence and experience for people who are in leadership positions in EOTC and how can we ensure that safe educational practices are followed?"

"Are separate qualifications necessary for all leaders in outdoor environment?"

At the EOTC Guidelines workshop in Wellington I was privileged to hear about the many innovative programmes with a clear move back to more place based and low tech EOTC activities. The staff from schools at my table talked about survival camps where students made their own shelters, cooked their own meals and were challenged with team and problem-solving activities. There were many opportunities offered to get up close and personal with nature. This has also been true for both initial teacher education and community education groups I work with. They value getting together to do things in the outdoors. I find some of the simplest ideas, activities and experiences have been the most exciting and enlightening. We do not always need to swing from the highest rock or paddle the scariest wave, although these adventures make great stories. I find my participants value working and playing together and value activities where they construct their own innovations and the learning

evolves as the activity or event unfolds. My participants got such a thrill out of constructing little Waka from local resources. There was an opportunity to appreciate different ideas, work together and a variety of winners were presented. Speed, style, floatability, team work, originality and more. See my article 'What a difference a day makes.'

These observations beg the question: 'What qualifications, or not, best equip teachers with effective leadership and facilitation skills to lead these sorts of activities?'

Engage, Enliven and Enrich.

Working on the E theme I have been interested in several articles written in the *Education Today and Education AOTEAROA* and I was excited by the effects of the New Zealand Curriculum (NZC) and the innovative use of the key competencies to provide authentic experiences for 21st century learners. Hammond in his article, Rip van Winkle, p. 3 discussed the 2007 curriculum as new and innovative and, "has the potential to begin a dramatic transformation of our schools. But it could be stillborn as the current government has diverted focus to implementing the failed concept of national standards." Laingholm Primary School Auckland discussed the way they had embraced the NZC and the principal Paul Hefferman highlighted "We have based our school curriculum around an inquiry process which involves taking the themes of environmental nature, such as sustainability..." and "Our inquiries are based around authentic or real issue contexts so that students are able



to take positive action.” (p. 25). He highlighted the opportunities for integrated learning and fears the national standards could be a backward move for schools. Further comments from other schools highlight the tensions between national standards and the NZC. “Teaching to a standard is not providing authentic learning experiences for children.” (p. 26). The tensions between the two will have an impact. The educators of the 21st Century must capitalize on the vast potential the NZC has to enliven, enrich and engage our learners and to open up the huge potential for education outdoors.

Enthusiasm and Empathy

Research from UK is well worth a read on the www.mountainsafety.org.nz website. This research supports the value of camping

and its positive effects for both individuals and society. The section titled Meet the Rich Kids (p.10) supports young people, families or social groups into the outdoors and highlights the opportunity to change the thinking about ‘getting rich quick’. Campers are on the richlist with happy memories, expanded horizons, happier social interactions, feeling of wellbeing and being able to visit special places.

The children in the research said they got to explore new places, they liked getting muddy and dirty and didn't get into trouble, they learn about new and fun things in nature and they got to do things with my family that they didn't do at home. Camps have been part of the New Zealand education system for more than 50 years and are still

a very important part of the school year. It is timely that we highlight their value and a parallel research study in New Zealand would be well worth doing.

Zink (2010) has done some research in camps in New Zealand and believes the informal times ‘in-between moments’ spent on outdoor experiences offers much to learning and there is a need to make sense of these moments that “might facilitate relationships and learning in outdoor education. (p. 36).

Environment and Engagement

Over Easter our twenty-eight whanau, which included nine cousins (ages from 18 months to 20 years), spent the weekend kayaking, fishing, surfing, paddle boarding, swimming, building sand

The Outdoor Leader Award (ODL)

Designed for teachers and youth leaders the three partners to the award EONZ, NZOIA and NZMSC agreed to continue with the Outdoor Leader Award until such time as it was no longer required.

The current work being done on the new Leader Awards has yet to reach a decision on this matter. ODL is the best award available for those leading day walks on formed tracks with or without an overnight.

The EONZ Executive has agreed to promote the award and to encourage past holders of Outdoor One and ODL to have their award revalidated. Currency is proven through revalidation.

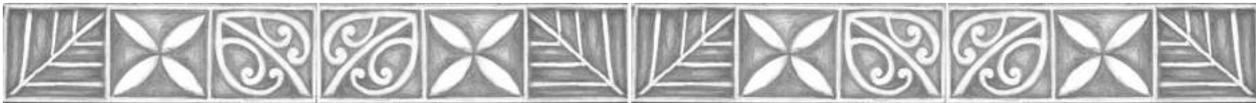
Many teachers with higher qualifications in bush (camping and tramping) and/or Kayaking and Rock Climbing have been applying for ODL. The latter do not cover off the ODL scope and therefore it should not be assumed that a holder of Rock One is competent as a leader in the bush.

The Award consists of two components:

1. Prerequisite written tasks
2. A 24 hour practical

See www.eonz.org.nz and contact the ODL programme manager

arthur.sutherland@canterbury.ac.nz



sculptures, making cookies, running egg and spoon races and hanging out. This experience gave me a real insight into the excitement and joy children have spending time in the natural environment. They squealed with delight at each new experience. What gave these children so much pleasure?

- Experienced adults, who were open to ideas, gave careful guidance and supported positively.
- Activities that were carefully sequenced to build confidence
- The excitement of sharing experiences together.
- An environment and opportunities for adventure

I was recently in the UK and was amazed to read about nature deficit disorder (NDD). Is this happening in New Zealand? The natural world is definitely a priority in our whanau but what about the many children without these opportunities. We need to be aware of the current trends and the impact of the modern world on the youth of today. Richard Louv in his book 'Last Child in the Woods Saving Our Children' describes nature deficit disorder and explains the divide between children and the outdoors. He believes the nation has disengaged itself from nature and directly links the lack of nature in the lives of today's wired generation to childhood trends of obesity, attention disorder and depression. Dame Fiona Reynolds, Director General of Outdoor Nation, at www.outdoornation.org,

uk, discussed the hard evidence that 1 in 5 children in the UK has never visited the countryside and as many have never climbed a tree. Two out of three children play outside less than once a week. She discussed the past generations who instinctively appreciated the importance of fresh air, open skies and natural spaces important for both physical and mental wellbeing. How do New Zealand children fare with the ever increasing impact of technology, play stations, computers, i phones etc? As educationalists we need to make sure the opportunity to explore, have adventures and make connections with our natural environment is built into their lives.

Thanks to Margie Cambell-Price who suggested we put the E in Education. We need to Enliven, Engage, Enrich, Excite, Explore, and Experience.

Happy adventuring in nature.

Liz Thevenard
Chair EONZ .

Clement, D. (2009/2010) Tension 2010 – national standards vs curriculum, *Education AOTEAROA*, NZEI Te Riu Roa, 24-26

Hammond, B. (2009), Rip van Winkle, Two Paradigms, Five Pillars and Three Horizons of Change, *Education Today*, 4,2-5.

Ministry of Education (2007) *New Zealand Curriculum (NZC)* Learning Media, Wellington,8-9

Louv, R. (2007) *Last Child in the Woods Saving Our Children*. www.richardlouv.com/books/last-child/ (Retrieved 10.06/2011)

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Zink (2010) How research Can Change the Way We Think about Outdoor Education, *Out & About*, 24, 33 – 35.



About NZAEE

NZAEE was established in 1984, with a primary objective to foster the development of environmental education in New Zealand. This it has done over the years but has developed a wider brief in more recent times of sustainability education.

There are seven regional branches; Northland, Auckland, Bay of Plenty, Waikato, Wellington, Christchurch and Southern with membership being a mixture of educators working in NGOs, schools and government agencies.

Membership of NZAEE offers links to a network of people enthusiastic and knowledgeable about education for a sustainable future. This network comes together every two years for a national conference but between times regions host a variety of workshops and forums, and coordinate Seaweeek, while the national executive and serves in an advisory capacity on an array of EfS issues.

There are really good synergies between EONZ and NZAEE and these have been strengthened by the current work being undertaken by a collaborative group developing guidelines for outdoor education. NZAEE welcomes participation by EONZ members in the various regional and national activities organised for 2011.

For more information and to join NZAEE visit: <http://www.nzaee.org.nz/>



Educating for a Sustainable Future

Jocelyn Papprell

I thoroughly enjoyed reading the Issue 24, Spring 2010 *Out and About* with its focus on sustainability education; it was challenging and raised many interesting points for discussion. I would like to take this opportunity to add my thoughts to the discussion but will confine my response to issues raised by Chris Taylor (p. 22-24).

I have some insight into both the aims of the NZC and the underlying thrust of the EfS standards through my involvement on the writing panel and as someone who was involved as a Social Science representative during the development of the New Zealand Curriculum (2007) and it is from these experiences that I contribute the following.

To begin, I would like to congratulate Chris on using the two standards he described [AS90811¹ and AS90810²] and for sharing so honestly his appraisal of them from his experiences using them. That someone who is obviously passionate about the environment and ‘believer in the need for EfS’ has used these and critiqued them is immensely important for the EfS community and for all teachers interested in using them. We need to learn from each others’ experiences so that problems can be resolved a bit like working for a sustainable future anyway!

I will respond in turn to the three main points Chris raises in his article. In my opinion he gave an apposite

critique not so much of the standards but of the current malaise in the secondary school system, especially as it engages with the need for educational change in the 21st century. His opening paragraph summed up how that malaise stifles innovative teaching and maintains the status quo. I certainly heard his cry of frustration in that paragraph and could empathise with him!

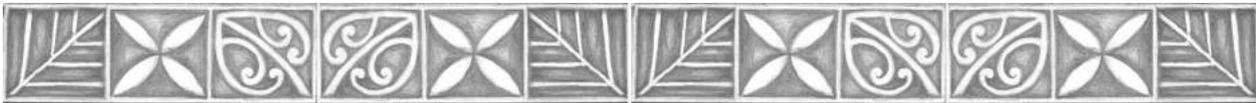
1 Are these standards expecting too much?

My response is both a ‘No’ and a ‘Yes’. As a writing team we discussed at length the levels we were setting for. We looked at other achievement standards at the relevant levels and decided that our standards were targeted correctly. But, and it is a big but, our standards do not have the same level of resourcing and support that achievement standards say in Geography, Biology or Health do. Since the beginning of 2010 this has been exacerbated by the demise of specialist advisors in EfS. Teachers using these standards need support to ‘unpack’ and interpret them for their students. Where this is done well, students usually achieve well.

Turning to ‘Yes’; these achievement standards do seem too hard for many students but I believe that this is less a failure of the standards and more a reflection of the malaise in our educational system as it slowly responds to the changing needs of the 21st century learners and society. Chris states, “The students are only 15 or 16 years old and have many pressures in their lives. Can we as educators expect them to ‘develop ways of thinking and acting to meet the needs of the present generation without compromising the ability of future generations’?” (p. 22) or to “analyse

1 AS90811 2.2 Describe the consequences of human activity within a biophysical environment in relation to a sustainable future

2 AS90810 2.1 Plan, implement and evaluate a personal action that will contribute towards a sustainable future



their own values, attitudes and behaviours”? (p. 23). I say yes we can expect this of students.

Our curriculum documents, particularly in the Social Sciences, have for some time required that students explore values and develop thinking competencies critical for them to make sense of the complex and multi-layered world they live in. In many Primary classrooms I go into pupils are exploring their values and those of others, and looking at the variety of attitudes and behaviours exhibited, admittedly at a less comprehensive level than we'd expect at Level 2 or 3 NCEA but they are articulate and thoughtful. What happens at secondary school? Are our expectations lowered? Are their hormones so rampant (as Chris suggests) that they forget the skills they learnt at Primary school or have we corralled them into segmented silos of learning leaving little time for true inquiry learning or philosophical discourse? I know from my experiences in teaching EfS that I had to spend some time encouraging my students to think rather than demand to be spoon-fed. I had to factor this into my programme so they gained competence in analysis, discussion, debate and philosophical discourse; not something they tended to engage in during many of their other lessons.

It is also important to note that this action standard does not require the students to change “other people’s actions to promote a sustainable future” (p.23). They may not even change their own attitudes or behaviours long term after undertaking their action but in their evaluation they are expected to honestly analyse the choices and decisions they made while planning and implementing the action that contributes toward a sustainable future. They may see what they *should* do long term but may not be prepared to commit to that change or action at present. The seed of change may have, however, been planted. It is also good practice for teachers to challenge the young people in their classes on the compromises they make as they negotiate their way through the different aspects of their busy lives. Often they don’t question why they may behave in one way in Mr X’s class but act differently in another situation. Sometimes young people need to be helped in the transference of knowledge and skills from one learning area to another. A non-confrontational way of encouraging very honest reflective dialogue is by using

an ‘Open Spaces Technology’ format. Information about this can be found at www.OSDEmethodology.org.uk.

The NZC (2007) if implemented as envisaged would support learning for a sustainable future; most of the bases are covered in terms of vision, values, competencies and broad achievement objectives. Conversely, weaving the principles and competencies of EfS through all learning areas could be the key to a more effective implementation of the NZC. Currently, however, in many schools EfS is up against entrenched ways of teaching, patch protection and traditional expectations of disciplines. If the intent of the NZC is not realised then perhaps, yes, these EfS standards are too hard for students but with full implementation of the NZC EfS could look forward to being a learning area of choice because it engages students with real issues (local to global), real people, communities and citizenship. In short, it is a future focused theme for today that can be woven through any current learning area. This will take time but it is teachers like Chris, and schools with courageous and visionary leaders, who will help bring about that change.

2 EfS should not be done in blocks or units.

I agree with Chris here. Sustainability education cannot be done in isolation; the kaupapa of Enviroschools illustrates how necessary the integration of elements is to the success of EfS. Presently much EfS in secondary schools is up against a system that does not value it and students sense this by observing the priorities and practices of their school. Students need to know that it is not just Mr X or Ms Y who care about this stuff but that it is valued generally in the school from the purchasing practices through to the way the school manages waste during field trips! From my experience many students understand the need to create a ‘better future’ and that sustainability education can support their creative visioning and the development of action competence.

It should, as expressed in my previous comments about the implementation of the NZC, be possible for schools to create new learning pathways where knowledge is not chunked into disciplines and confined by bells or timetables. It should be possible for a



student undertaking learning for a sustainable future to not only gain knowledge and understandings of EfS but also of say geography, biology and even the arts. If managed well they could even gain credits in more than one learning area through completing one major piece of inquiry. As Chris suggests, “to be truly effective sustainability needs to be woven through all areas” (p.23) and asks if this is possible considering the constraints all schools face? Considering the mounting disillusionment with the current school system, why do we continue to support these constraints? We have the opportunity now to break away from the traditional model of schools and seek new ways of teaching and learning that are more collaborative, inter-disciplinary and transformative. This requires teachers, school leaders and innovators who are prepared to see the NZC as permissive and be willing to take the bold steps to radically revise how we educate our young.

Many readers may scoff, thinking that it is all very easy for me to state this, and we can all see the probable barriers, but I believe NZ schools are missing the opportunity of a generation to build an education system that will realise the vision of the NZC. It’s not new what I am suggesting; researchers and educators both in New Zealand and overseas recognise the drivers that are forcing change in our educational systems. Just a quick read of writings by Sterling, Pountney and Gilbert³ provide insights into the ways we can bring about this change. The Best Evidence Synthesis (BES)⁴ papers published by the Ministry of Education provide further support for the type of pedagogical approaches used in EfS.

3 The NZQA framework domains

As a writing panel we would have preferred to create our own new domain but that was never going to happen under an already complex NZQA structure. There was an existing domain of ‘Environmental Sustainability’, which is in the subfield of Science. It is interesting to note that while the EfS achievement

standards are within the Sciences subfield the EfS presence within the TKI senior secondary curriculum guides is with the Social Sciences. This illustrates the holistic and integrated nature of EfS.

Chris notes his frustration at having to gain approval from the Science HOD to use ‘standards in his domain’, and I can understand this but it really should not be a problem as most science courses in schools will not include an EfS standard. Anyway, there should be a school wide system all teachers are involved in that ensures ‘double dipping’ of standards cannot occur. Where EfS requires some specialist knowledge it is useful to work in collaboration with other learning areas or to remind the students to engage in peer learning/teaching and to link learning from other areas to their work in EfS. Sometimes students forget to make these links themselves. From reading the articles in *Out & About* it seems that this is done relatively well in OE circles. Learning in EfS is naturally cross-curricular; it should foster an interdisciplinary collaboration and stimulate change.

In his article Chris questioned the flexibility of the standard focusing on a biophysical environment and the human impact on it. This standard was designed to be flexible enough to enable any teacher to use it within any clearly defined biophysical environment. Where it is less flexible, and this is the same for all standards, is in the parameters set by the end notes. These must be read carefully and discussed with colleagues to gain some clarity before they are discussed and dissected with the students. As mentioned earlier, this is where the dearth of advisors in EfS makes it problematic for a teacher wishing to incorporate the EfS standards into their course. With no specialist EfS advisory where do such teachers turn? There is no formal subject association as with science or geography, and the national network of NZAEE (NZ Association of Environmental Education) is relative small, has few secondary teacher members and is unevenly distributed across the country. The online resources on TKI⁵ are useful but there is no interactive online community there with which to

3 Pountney, Charmaine (2000) *Learning our living: a teaching autobiography* Cape Catley Ltd

Gilbert, Jane (2005) *Catching the knowledge wave: the knowledge society and the future of education* NZCER Press

Sterling, Stephen (2001) *Sustainable Education: re-visioning learning and change* Green Books Ltd

4 <http://educationcounts.govt.nz/goto/BES>

5 Education for Sustainability community <http://efs.tki.org.nz/>

Senior secondary curriculum guides – Education for Sustainability. <http://seniorsecondary.tki.org.nz/Social-sciences/Education-for-sustainability>



share ideas or to ask questions of. Users of this site are directed to regional and community organisations that could support with activities but may not be able to advise on the interpretation of the standards. This is where the airing of issues in magazines like *Out and About* are invaluable. An online EfS community of practice would also be useful for teachers like Chris to share such things as moderator reports and work with interested teachers to either adapt assessment activities in the light of that feedback or gather support to ask for further clarification from the moderator.

In conclusion, I again thank Chris for raising some very interesting issues. I hope my comments have clarified some points regarding EfS standards. Educators passionate about EfS do need to ensure we don't work in isolation dotted randomly across the country. Equally we have a role to play in challenging the status

quo in our schools by continuing to try new things and to open discourse on how we are implementing the NZC. In order to give ourselves strength, I think there is room for a network of interested, passionate educators to form an online community where ideas and concerns can be shared and problems solved collaboratively. Anyone interested in such an online community is welcome to contact me.

Jocelyn was a teacher of Geography, Social Studies and English for 25 years before taking up a part-time job at an educator for sustainability at Environment Canterbury in order to live a more sustainable lifestyle. She was Geography representative during the drafting of the Social Sciences learning areas of the NZC and a member of the writing panel for the EfS Achievement Standards.

Correspondence to jyc@caverock.net.nz

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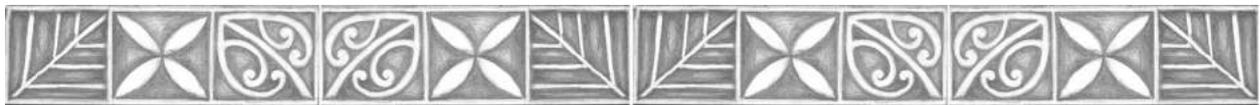
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When going into the outdoors to find yourself, make sure you go with a crowd¹

Robyn Zink, Ph.D

Introduction

The story of going into the wild to find oneself is familiar to many of us who spend time in the outdoors. One of the key ways in which adventure stories are now framed is through a search for the 'self' or for an inner 'truth'. This existential justification for going into the outdoors has gained prominence as adventure is no longer dominated by geographic discoveries or claims of being the first to plant one's feet on a particular rock or at the headwaters of a river.

Outdoor education is not immune to these stories of the search for the self when a justification for taking young people into outdoors is required. The outdoors are characterised as a good place to be (Dickson, 2003) and a good place to learn (Bisson, 2009). The idea that the outdoors is space to escape the degenerate ways of the world is not new. But whereas Kurt Hahn, for example, advocated that students spend time in 'healthy pastures' to come to grips with what must be done to create a just society (James, 1995), a more common vision for today is that the outdoors provides a space to come to know oneself. At the same time,

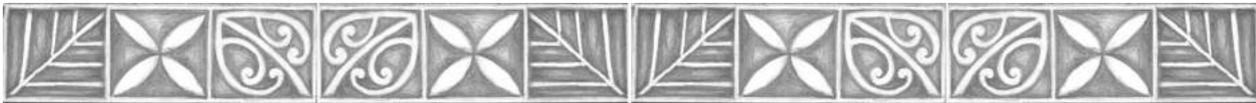
this search for the self has been critiqued in the outdoor education literature, with charges being made that outdoor education has become a highly individualised experience (see Brown, 2009, for example).

The debate about what it is we should be doing in outdoor education continues and there are no shortage of paradoxes in our practices of and ideas about outdoor education. The story of *Into the Wild*, as told by Jim Krakauer (2007), first released in 1996, and then made into a movie by Sean Penn (2007), is a useful tool to help tease apart some of these paradoxes. It can provide an engaging way to challenge students (and ourselves) to think about what we learn in the outdoors and how it is we learn these things.

Into the Wild

Both the book and the movie trace the last few years of Chris McCandless' life. After he graduated from college in Atlanta, USA in 1990, he effectively disappeared. He donated his money to charity and drove West to invent a new life for himself. He did not tell his family or friends of his plans and left with the intention of not being found. He gave himself the name *Alexander Supertramp: master of his own destiny*, to signal the break from his previous life.

¹ A fuller version of this paper can be found at:
Zink, R. (2010). Asking 'Who are you?' when going *into the wild*: moving beyond an individualized form of outdoor education. *Journal of Adventure Education and Outdoor Learning*, 10(1), 19-32.



Alex travelled across many parts of America over the next two years. He canoed the Colorado River, ending up in the Gulf of California, where he subsisted on fish and rice for more than a month. He travelled light, working when he needed money, and all the while dreaming of travelling north to Alaska. Alex was troubled by the ways in which people treated each other and notes he made in his diaries and in the books he was reading suggested he wanted to escape what he saw as a sick society and find 'truth'.

Krakauer (2007) chronicles the stories of a number of men, including himself, who have embarked on similar quests to disconnect from society to find something different in the wilderness. As for Alex, this something different was bound up in images of 'truth' these men had. The idea of truth and how something comes to be seen as 'true' has long been discussed by philosophers. Foucault² (2000b) used the notion of 'truth games' to explore what can be 'truthfully' said about a practice and how that 'truth' is produced. By this he was not setting out to invalidate a practice, rather he was recognising that practices do change over time, and what makes sense at one point in time may not make sense at another point in time. But he is not suggesting that 'anything goes' either. There are norms that provide a framework for understanding ourselves and the world around us. While this framework does not fully determine how we act or what we believe, we do operate within that framework.

The norms of our society, or this framework, shape our understanding of the outdoors as well as our understanding of ourselves and others. How we relate to the outdoors has changed over time. Cronon (1996) charts some of these changes and suggests that a core element of understanding wilderness in North America today is that it is "the last bastion of rugged individualism" (p. 13). While there are some significant differences between the social contexts of North America and New Zealand, the idea of wilderness as a place where an individual can be

totally independent and free of the demands of society resonates. Ideas around rugged individualism come through particularly clearly when twinned with adventure practices, which dominate so much of our understanding of being in the outdoors today. The very idea of going off alone into the wild is wrapped up in social and cultural contexts.

Lost in the wild

Alex spent time with numerous people on his journey. They found him to be an intelligent, talented and engaging young man, though not always the most practical person. He explained that one of his reasons for going north to Alaska, was to prove that he could make it on his own. On 28 April 1992, Alex was dropped off at the head of the Stampede Trail, which borders the Denali National Park in Alaska. He had with him 10 pounds of rice, a rifle and ammunition and a book on the plants of the area. His plan was to walk through to the Bering Sea. But he quickly discovered that he had to spend the majority of his time looking for food and that the Alaskan wilderness is not easy to travel through in the summer due to boggy muskeg and thick undergrowth. He found an abandoned bus on the Stampede trail that had been used as worker accommodation when there had been an attempt to develop an antimony mine in 1961, and this became his home.

Alex carved a 'declaration of independence' which was later found in the bus.

Two years he walks the earth. No phone, no pool, no pets, no cigarettes. Ultimate freedom. An extremist. An aesthetic voyager whose home is the road. Escaped from Atlanta. Thou shalt not return, 'cause 'The West is Best.' And now after two rambling years comes the final and greatest adventure. The climactic battle to kill the false being within and victoriously conclude the spiritual pilgrimage. Ten days and nights of freight trains and hitchhiking bring him to the Great White North. No longer to be poisoned by civilization he flees, and walks alone upon the land to become lost in the wild. Alexander Supertramp, May 1992.

(Krakauer, 2007, p. 162)

2 Michel Foucault (1924-1984) is a French philosopher who was primarily interested in how people come to understand themselves as human beings and how our understandings of ourselves, and the ways we come to recognise ourselves has changed through the ages.



In a letter he had previously written to Ron Franz, who he spent quite a bit of time with, Alex made the comment that Ron was wrong to think that joy emanates only or principally from human relationships. As far as Alex was concerned, society and people had poisoned him and by fleeing society he would rid himself of that poison. The quest for self-discovery is not new, but Foucault (2000a) argues that this quest has now become an obsession and a defining feature of our time. One of the ways in which this quest plays out is that we can discover a 'real' or 'true' self if we can liberate ourselves from the repressive deadlocks imposed by the external world. While Alex's declaration of independence might sway to the overly romantic, it is not that dissimilar from things I have heard students and colleagues say about the sorts of experiences they would like to have in the outdoors. No doubt, I have made similar comments myself at times. There are more than echoes of this storyline in the arguments that outdoor education trips should be 'simple' and require students to travel in the outdoors under their own power.

Being in the wild

Alex did struggle in the wild to begin with. On the 9th of May he wrote in his diary '4th day of famine'. Game was difficult to find that early in the season. But by the end of May he was feeding himself quite well and on the 9th of June he shot a Moose. In the two years building up to his trip north, Alex had been amassing information about hunting and gathering food. He spent five days working to try and preserve the meat from the Moose. Hunters in South Dakota had given him detailed information on smoking meat, but in Alaska the hunters slice meat into thin strips and air dry it. After five days he gave up as maggots were getting into the meat and smoking was proving to be totally ineffective. This experience had a profound impact on Alex. He wrote that shooting the Moose was one of the greatest tragedies in his life.

The Moose episode also appears to have marked a turning point for Alex. Up until then he had struggled to accept his own and others' mistakes. On June 15th he noted in his diary that he will learn to accept his errors, no matter how great they might be. Towards the end of June Alex began to make preparations to leave the wild. He highlighted the following passage

in Tolstoy's *Family happiness*:

He was right in saying that the only certain happiness in life is to live for others...

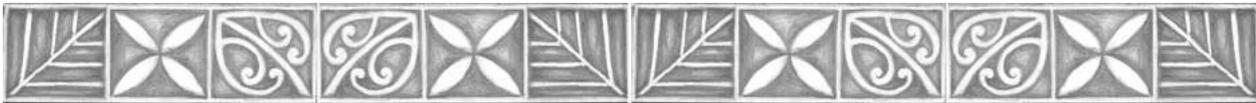
(Krakauer, 2007, p. 168.)

When he started his journey into the wild, Alex believed that it was wrong to think joy emanated from human relationships. But three months later he had come to a realisation that happiness *does* come from human relationships. Not long before his death he wrote 'HAPPINESS ONLY REAL WHEN SHARED'. It was around this time that Alex decided to start calling himself Chris again.

Paradoxes in the outdoors

On July 3 Alex packed up his things and started to walk back out to the road. But the Teklanika River, which had been thigh deep when he walked in, was now a raging torrent due to snow melt and rain. He decided to head back to the bus and wait until later in the season when the river would once again drop. But as the summer progressed the game disappeared. On July 30 he wrote in his diary 'EXTREMELY WEAK. FAULT OF POT. SEED. MUCH TROUBLE JUST TO STAND UP. STARVING. GREAT JEOPARDY'. Later in August some hunters found Chris' body in the bus. Krakauer speculates that Chris had eaten some seeds from a plant that becomes poisonous late in the summer. The toxins would have caused him to starve to death, even if he had been able to find sufficient food.

Chris' death is tragic and his motivations are open to speculation. But one of the things that caught my attention in his story is that Chris found there are limits to what he can come to know about himself by isolating himself from the world. His story offers a way into the question of how do 'I' come to know who I am? Can 'I' come to know myself independent of the world of people, things and places? Judith Butler (2005) makes the point that we ever only tell stories of ourselves when someone asks who we are. If no one asks us to tell them who we are, then there is no impetus for us to tell a story about ourselves. She goes on to say that the stories that we tell of ourselves are always told to someone and we fashion our stories in such a way so that they make sense to the person we are telling them



to. By this, she is not suggesting that our stories are fabrications, but in telling a story of ourselves we tell it in relation to the one who wants to find out about us. She argues that it is at this point that the idea that there is a true self one can come to know breaks down as the self comes about through relations with others.

Possibly this is the realisation that Chris came to when he wrote that happiness is only real when shared. The storyline that wilderness is the last bastion of individualism and that somehow one can escape poisonous civilisation by going into nature to find a 'truer' or 'purer' self is pervasive in many of our adventure stories and in our talk about why we go into the outdoors. But Chris' story challenges us to think about the process of how we come to know ourselves and what role being in the outdoors plays in that process. Possibly one of the roles is that it allows us to interact with others, including people and the spaces in which we move and act, in ways that we may not in other situations. Rather than providing a pathway to finding a 'truer' self, being in the outdoors provides and opportunity to connect to others in ways we do not in everyday life and thereby open up a different range of relationships we might have with others. A sense of 'self' that might come from being in the outdoors comes through the relationships these spaces can foster, rather than an experience that is divorced from the social world in which we live.

Conclusion: Why going into the outdoors with a crowd might be a good thing

If coming to know oneself is an individual task of divesting oneself from social influences, then people and the places one is in become a background, if not a hindrance to the task of 'knowing the self'. If, on the other hand, the way I come to know myself is through my relationships with others, both human and non-human, then my relationships with others is central to the process of understanding myself. I can not begin a journey of understanding without those others. This is, of course, very challenging because it requires we remain engaged with and responsive to others. These others include people and the places we are in.

Mike Brown (2009) argues that an individual is a co-participant in a situation and how a person behaves and what they learn is related to that situation. Often our

facilitation questions focus on 'what did I learn about myself?', or 'what can I take from this experience?'. In asking these questions we sometimes forget that the people we are with, the things we do and the places we do them in are also participants in that learning. As we explore what we learn in the outdoors our questions can include what we learn about others (both people and places), how we learn these things and how these relationships with others influence what we learn about ourselves. This can, and should be extended to questions about the social norms that shape the relationships that we have with others and the stories we tell about ourselves and others. If we don't understand how those norms work in shaping our understandings of ourselves and others it is easy to reduce learning to being the responsibility of the individual, rather than something that occurs through relationships with others.

This both challenges some of our 'fundamental' ideas about what can be learnt through outdoor education and how that learning occurs, and it also presents opportunities to do things differently. Chris hoped that going into the wild and divesting himself of poisonous civilization would allow him to come to know himself in some deeper or fuller way, only to discover that joy and meaning come through relationships with people and with the world. What he had been looking for was relationships and connection and these were found at 'home', not in the isolated wilderness. This is not such a radical departure from some of the theorising that has informed outdoor education. Dewey (1939) made the point that we are social as we live in a world of people and things, and only when we forget this does experience and learning become an individualized and rarefied thing. It can be argued that we have forgotten this in some of our practices in outdoor education. Rather than focusing on the individual and the self when we go into the outdoors, our focus should shift to include those around us and the places we are in. It is, after all, our relationships with others that help us to understand who we are. Instead of framing learning through the question of 'who am I?', a fundamental question becomes 'who are you?' If this is a fundamental question then we can not, and should not, leave the crowd behind when we go into the outdoors.



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New Programmes in Sustainability and Outdoor Education at CPIT.

At the beginning of this year, CPIT launched the new Sustainability and Outdoor Education Programmes. This portfolio of programmes is unique in Australasia and is the result of 3 years of research into how best to meet the needs of students in the coming decades. Sustainable living is one of the key driving forces behind education in the 21st century and the programmes at CPIT are about equipping graduates to be part of those making a difference through their teaching and instruction. The programmes weave together education for sustainability, outdoor education, social studies and human geography, and health. There are five programmes in the portfolio.

The flagship three year bachelor of sustainability and outdoor education (level 7) is aimed primarily at preparing students for post graduate teacher training and future employment as social studies, geography, and outdoor education teachers. The degree is very flexible and allows significant individual choice to be made.

The one year graduate diploma in sustainability and outdoor education (level 7) is aimed primarily at practicing teachers and instructors who already hold a degree and are seeking professional development. Compulsory courses in education for sustainability and outdoor education can be built upon to provide an individual path of study and teachers from all curriculum areas are welcome.

The six month graduate certificate in environmental and outdoor leadership (level 7) is primarily aimed at teachers and instructors who already hold a degree and who are seeking targeted short term professional development. Compulsory courses in education for sustainability and outdoor education can be built upon to provide an individual path of study.

The one year diploma in environmental and outdoor leadership (level 5) is primarily aimed at preparing students for work in outdoor instruction or adventure tourism. Graduates of this programme can transition into the second year of the degree and are work ready with several industry awards on graduation.

The six month certificate in outdoor recreation (level 4) is aimed at preparing those students who do not have the prerequisites for higher level study. The programme focuses on base level classroom and outdoor skills.

All programmes have mid-year entry options.

For information on any of the above programmes, please contact CPIT.



Kahunui our place

by John Furminger

Te Kahu soars over head seeing life from a different perspective, relaxed, peaceful, planning and reflecting, sharp eyed for opportunity and making excellent choices. Ask any senior St Cuthbert's College student what the hawk means to them and they will say Kahunui. It is the place I spent 28 days with my form class living independently in a house, exploring the environment and leaving a legacy that makes Kahunui all the better for my passing through.

Kahunui is the remote campus of St Cuthbert's College with the first cohort of students attending in 2008. The students complete a social, academic and outdoor programme. As founding Directors we had the opportunity to firmly establish the philosophy, culture, goals and objectives the Principal, the Trust Board and we wished for the centre. This was done prior to the start of any building or renovating and before the development of the academic and outdoor programmes. These philosophies then permeated all aspects of Kahunui; from the house design, to

sustainable utilities, staff selection, outdoor activities selected and academically.

In setting this philosophy the St. Cuthbert's senior management and Directors formed a compass with each point indicating the directions we wished the students to explore. Over arching the compass are the values of excellence and reflection, embedded in it are the values of equity, inclusion, sustainability, and aims of teamwork, independence and resilience. Central to all that we do is By Love Serve, doing things for intrinsic value, extending the hand of friendship, caring and supportive of others.

The cardinal points of the programme are:

To the North **New Beginnings:** of place, a fresh start with self and others and learning new skills. The South is **Adventure:** gaining new skills, finding connection with wild places, having fun, taking time in the outdoors to appreciate it, and reflect on self, make



friends, find new strengths. In the West: **Connection** with place, this place, the bush, and your guardianship of it, Kaitiakitanga, a footprint legacy, connection with a range of other people, with your self, with new and old values, with family. To the East: **Learning for life**, house keeping, forming relationships, learning to learn, enjoying learning, being strong and independent and in charge of yourself, your goals, your future.

Kahunui on day one begins with a ceremony with moments of silence, removal of shoes and words that encourage the awareness and attachment to place. The student's programme begins with immersion in place; building connections with the podocarp forest, the history of the people before, the pa, the old buildings, the new buildings, the Kahunui Stream and waterfalls, the Waiotaha River, the beech ridges, the Ohiwa Harbour, natural places, students selecting their special places through exploring, tramping and camping

The programme encourages time for play opportunity to develop a relationship with and within the place. There is time to sit reflect, write and enjoy during mini night solos and their longer solo at the end of the programme. During their outdoor programme creating a piece of environmental art using items found on the sea shore. In English class creating crests from natural materials. It is during these times that they speak about how relaxed, appreciative and joyful they are to have the opportunity to be quiet, alone and confident in and with nature. They have overcome fears of the bush, insects and other wild life. They relish the sounds of the forest and sea shore, running water, singing birds, the glory of the night sky and the peace this place gives them. They do not want to leave.

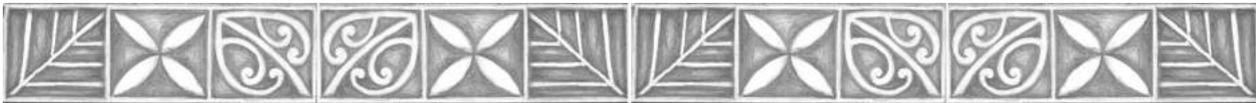
Secondly, using Allan Luke's concept of Rich Task, "the students display their understandings, knowledge and skills through performance on trans disciplinary activities that have an obvious

connection to the wide world" (Luke, 2005). Our students are challenged within a sustainability frame work with the question "how can you make Kahunui as good or better place for your daughter when she comes here in 24 years time?" This question attempts to encourage students to think about their place, their soft footprint, their place in guardianship, in Kaitiakitanga, and to take the long view on their role in environmental, cultural and social sustainability.

The pedagogy of teaching this successfully pivots around questioning techniques that force students into analysing research, evaluating and making a decision that requires action. Projects have ranged from reducing rubbish by producing their own snack bars, preserving fruit, native tree plantings, kiwi studies, construction of track board walks and a bioloo at a remote campsite. Students are passionate and hard working they become motivated and take pride in completing their Footprint project. They have ownership of the task, they educate each other about the difference they have made to their place, Kahunui.

Faarlund (1993) a Norwegian experiential educator believes that time to enjoy, identification with nature and forming cultural and spiritual connections with the land, generating guardianship and valued joy from being outside with others is the key to growth in students. *Don't we all!*





In our outdoor programme we have moved to a 1:8 or 2: 12 staff student ratio. Being in these small groups enables the experienced staff to coach and facilitate the students' social and academic development. Strong intra-personal connections develop between peers and staff. Hattie (1999) spoke of the difference a teacher can make. Proving feedback that helps the child's understanding and directions they need to take to improve he believes is the single most powerful moderator that enhances student achievement. Staff have the unique opportunity to allow for a myriad of teachable moments and critical interventions. As we operate with entry level activities we wish to leave students with a desire to continue this pursuit having had success and fun. We attempt to teach in a very experiential manner giving students enough knowledge to operate safely without over instruction and then walk with them or behind them through the activity. This works well with our three day sea kayaking and tramping trips. Students have leadership periods where they can lead, delegate, make decisions, questions to staff are not answered but a range of options are discussed, students are encourage to think and apply their ideas.

Our programme also involves a series of afternoon activities designed to give skills for a kiwi girl: firearm

safety and use; rowing a dinghy and fishing; and mountain biking. These activities offer the opportunity for students to challenge any personal fears, operate independently, and try new opportunities for themselves, explore different places and have fun.

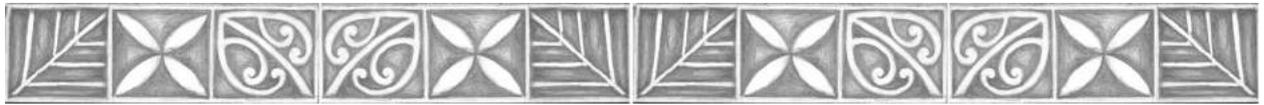
Kahunui has a special magic it changes us all. The hawk watches over us as we go about our daily tasks. She soars in the valley and peaceful drifts above. Her clear vision, strength and ability to see life from a different perspective are the qualities our girls leave with. The careful mixing of new beginnings, connections, learning for life and adventure help our students develop an intimate and rich relationship with place.



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Learning by Living in the Great Outdoors

By Brigid Graney

The Sir Edmund Hillary Outdoor Pursuits Centre (OPC) opened a marine-based centre on Great Barrier Island in 2005. It's a wild and remote setting, perfect for sailing, sea kayaking, surf kayaking, coastering and a variety of other outdoor pursuits. It's also the perfect place to put theory into practice and integrate sustainability within our programmes.

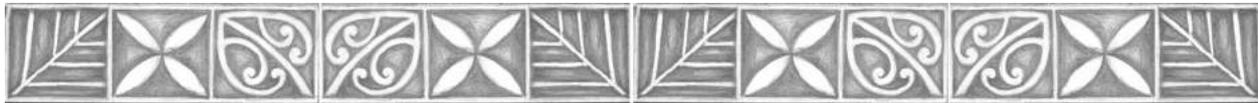
I'm working for OPC on a Vodafone World of Difference GEM scholarship for 6 months part-time. The primary objective is to identify and develop opportunities for integrating sustainability teaching and practice into the existing OPC programmes. It's early days yet and this is no small task, particularly when you look at the nature of outdoor education programmes. The expectation is on instructors to teach skills, facilitate individual and group processes, assess unit standards and not talk too much! I am an instructor, so I understand how full the day already is before 'adding' something else. There is the first challenge – to develop content so that both the field and

domestic side of the programme are enriched without overloading and rushing an already full schedule. Another challenge is to remain authentic and avoid tokenism – less is more, and learning needs to be relevant to the Island context yet link in with our everyday lives when we leave.

I'm using the NZ Curriculum's Education for Sustainability as a reference and taking from it aspects that are a natural fit for outdoor education. To this end, we have adopted a framework which looks at the place, the people, the programme and the practices to help plan and action the integration of sustainability into the OPC way. It's realistic to say we can't address the whole scope of sustainability, however we can harness the relevant learning opportunities so that teaching and practice is optimised for this centre. One of the best things we can do is what we are already doing – adventuring with young people and connecting them with the magic of the outdoors. It's about awakening their senses, getting them to feel

connected to place and working on the intimate relationships they share with what sustains them. In addition, OPC already delivers programmes that complement the development of key competencies and action competence. My role is to look for opportunities to link these directly with sustainability where there is a comfortable fit.

To assist instructors with this I'm drawing together facts, stories and sustainability learning links to incorporate within a toolkit for instructors. This will support instructors to make linkages between the ecosystems they are adventuring in and the consequences of our choices and actions when comfortably back home. Area-specific detail and ideas will allow instructors to learn alongside their students on adventures through the various island ecosystems. Complementing this is the application of Leave No Trace principles. These principles provide a great springboard for discussing sustainable and respectful use of the outdoors.



OPC is based at Karaka Bay on land owned (since 1963) by the Orama Christian Trust. Orama deliver the domestic side of OPC's programmes – accommodation, food, waste, electricity, water, etc. For a holistic experience we need the domestic side of the programme to complement the learning and adventuring in the field. A portion of my time is working with Orama to assist them in working toward our sustainability goals. This has clear benefits for them as an organisation as well.

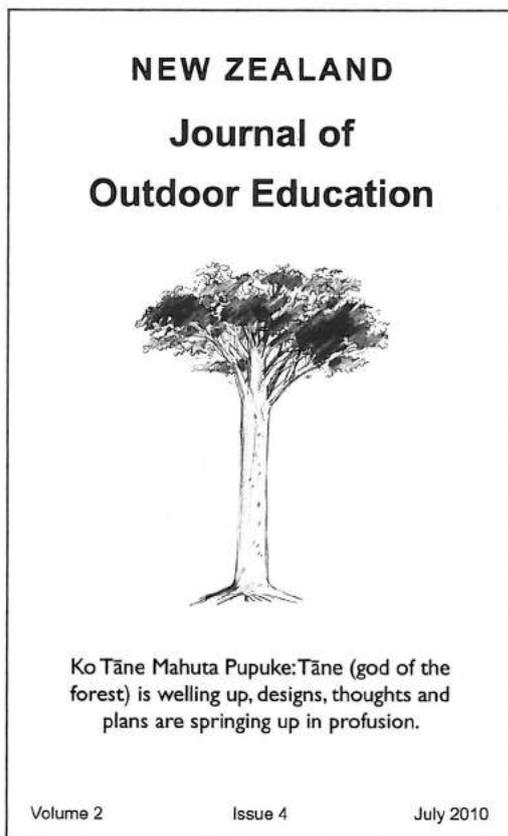
On the domestic side of things there are many opportunities for learning by living. Currently the student accommodation cabins are connected to the diesel generator. The students will soon be managing their own power with each cabin

on independent solar power and they will have to live with the consequences should they mismanage their energy resources. Water meters have been fitted in student showers to provide some consideration of water use. This will be developed further to the point where groups may be allocated a volume of water for the ablution block, which they will then need to manage through restricting shower duration. We are changing the names of groups and cabins to better reflect this place and connect the students to local landmarks, plants and animals. All things going well, by next summer the students will have eaten a freshly laid egg for breakfast and be filling their sandwiches with lettuce just picked from the garden.

An exciting new development we are exploring is the opportunity to run longer term residential outdoor education programmes. The groundwork we are putting in now for integrating sustainability into teaching and practices will ensure that this forms a solid foundation of any new programmes going forward.

In many ways, this work will concentrate the programme content offered by OPC. Not only will we continue to deliver quality outdoor education, but through changing our practices and integrating learning by living opportunities, the impact of the experience on the Island will be more powerful.

Brigid Graney

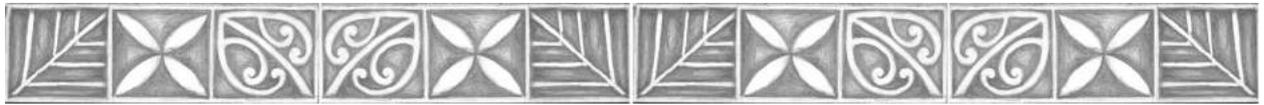


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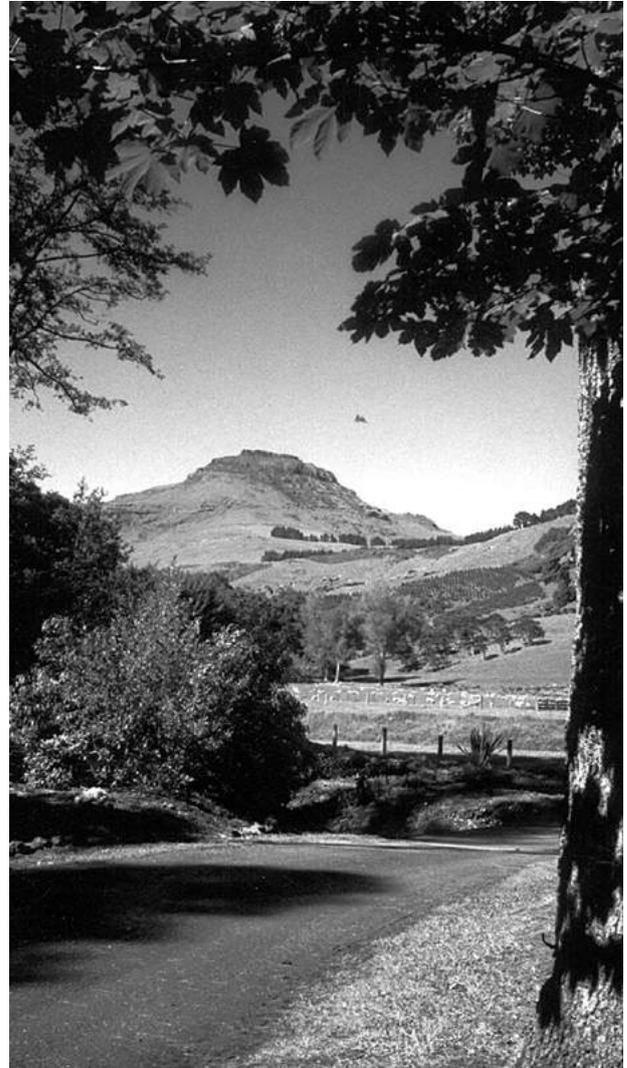


Orton Bradley Park

by Ian Luxford

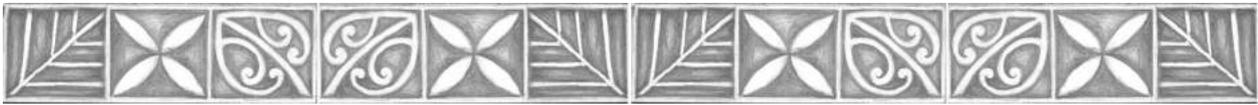
Hearing a 70 year old reminisce about his camping experiences as a young scout in Orton Bradley Park is a fantastic motivator. The man in question told of climbing to the top of Mt Herbert, having mud fights in the harbour, sleeping in a leaking tent, and making friends that were to last for the rest of his life. The experiences gained while in the outdoors, and in particular, those gained while ‘overnighting’ seem to have a profound ability to affect people for a very long time. So the question needs to be asked, “How can we provide an outdoor education experience that provides the time-honored traditions of camping with the requirements of present day user groups and clients? Orton Bradley Park opened their outdoor education centre nine years ago, and is currently operated by concessioner Pete Ozich. The Park Board provides the outdoor education facilities while Pete and his team provide the educational expertise to run the programmes on offer.

The Park itself is unique in New Zealand, being a 650ha farm that was donated by Orton Bradley “for the benefit and enjoyment of all people”. It has a number of historic buildings including a working water wheel powered electric generator from 1906, an 1870’s school house and stable block, and extensive native and exotic plantings. The Park is governed by



a voluntary 10 person board operating under its own Act of Parliament, and managed on their behalf.

As Park Manager I see my role as developing the outdoor education facilities in line with user group wants, tempered with the broader issues of overall park requirements, capital availability, use-ability, and appropriateness with the general character of the Park. There is, I think, an imperative that the camping experience is not overly diluted, as for many of our visitors this will be their first experience of sleeping in a tent. To this end the Park Board is undertaking an up-grading of facilities that will not only improve the physical build environment but also have an important



environmental learning component attached. The Park board's strategic plan outlines the development of a 'model' of sustainability using the Bradley family history and buildings to interpret the historic use of the property in relation to financial, social, and environmental sustainability and provide a number of pathways that extrapolate these issues out to the present day, while providing some practical working examples of current best practice. In short the aim of Orton Bradley Park is to inspire, inform and enable people to make sustainable choices. This is a move away from a simple outdoor education centre provider towards a more holistic centre for sustainability. As indicated above the outdoor education centre does not, and cannot, operate in isolation from the rest of the park, so upgrades and developments must take this into consideration.

The upgrades in progress and planned include;

- The installation of a wetland sewage treatment plant. This will provide waste water treatment for the outdoor education centre, provide a composting module for the kitchen green waste and service additional toilet blocks used by day visitors to the park. The associated distribution field will be used to irrigate a plantation forestry block.
- Installation of two wind turbines to supply the Park's electricity needs (we have received the resource consents for this project and are presently

seeking funding). These turbines and the future installation of a micro hydro generator will provide an interesting technological timeline given that the 3.3 metre overshot water wheel provided the Bradley family with electricity in 1906.

- Planned reintroduction of a market garden to provide not only a working hands-on example but also as a contributor to general park finances and as a means of improving food security and availability.
- Placing 75ha of the property into a QE II covenant to ensure that the major water courses within the park are protected. This involves the construction and/or repair of approximately 10km of fencing. In association with the stock proofing of these areas we are undertaking an extensive pest and weed control programme to ensure that the native bio-diversity assets within the Park have the best chance of survival.

However it is important to remember that while the physical assets of the Park can be developed and managed to provide the infrastructure for EOTC to occur, the reality is that these are only part of the equation. It will be the skills, enthusiasm, and passion of the teachers and outdoor educators and the type of programmes that they choose to run at Orton Bradley Park that will really make the difference.



What a difference a day makes

By Liz Thevenard and Dayle Anderson

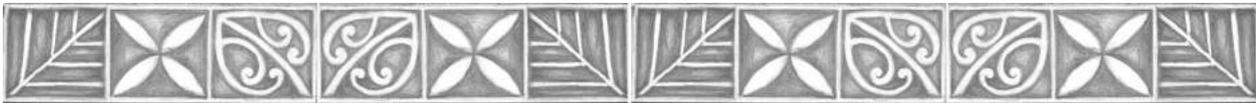
A day in the life of Graduate Diploma of Teaching (primary) Students from the Faculty of Education Victoria University of Wellington

Forty eight students from the Faculty of Education at Victoria University of Wellington, Graduate Diploma of Teaching programme opted to spend twenty six hours with Senior lecturers Liz Thevenard and Dayle Anderson on an Education Outside the Classroom Trip to the Rimutaka Forest Park. The main aims of the trip included exploring the learning potential in an outdoor environment, participants getting to know each other, to share good ideas and appreciating an accessible local resource, among many other things. The organisation was done in class groups and clear guidelines were provided to each participant and on their support web site. This communication was challenging as this was outside their other studies and the trip began after their exams. The philosophical approach

was 'low risk, low cost, local and low tech'. This trip would suit upper primary and secondary students and could easily be replicated by participants in their future teaching careers.

We all meet at the Catchpool Valley car park and class groups had organised shared transport. Each of the six class groups had a leader and each member had a buddy. Contact details and medical





information was collected prior and checked on the day. After a briefing and a Karakia, groups set off on the five mile track for the Orongorongo River. The track is well formed and is an easy gradient for most students. The first activity was ‘speed dating’. Thanks to Toni West a student in my last year’s EOTC class for this idea. Well, speed dating is so much fun. Everyone starts with a buddy and you spend 8 – 10 minutes (leader decides on the time) with that person before moving on to talk with the next person. “How time flies,” was a comment by a number of students. By the end of the walk people have talked with most of their class group. Leaders were encouraged to monitor their groups and also to stop regularly to share snacks, hydrate and enjoy the journey,

glimpsing scenes and admiring the huge Rata trees, fungi,

The next team challenge was to build a fire (we limited this to 3) and cooked damper on sticks. This encouraged mixing of groups and sharing parts of the successful damper. (Damper was made with flour, water, oil, optional: raisins, chocolate and sugar.) The damper proved to be varied in shape and cooking methods but was thoroughly enjoyed. The next activity focused on the river and included target throwing and skipping stones followed by a waka building challenge. Points were awarded to the waka that was able to float a palm sized stone, for creativity, sea worthiness and team work, and of course the fastest down the river. There was a great

deal of enthusiasm and excitement for the race. How we laughed. Competition does add a challenge. The bush back drop provided a perfect setting for the day’s activities. Rock Stack Building was our final challenge with the rocks no bigger than the size of a large hand in a stack. Team work was an essential component. The winning rock stack was nearly shoulder height and it stayed balanced for about 10 minutes. See pictures. The winning team’s stack was amazing. Each member had a job to do including providing wind breaks, rock collectors and rock stackers. A simple idea but it really engaged the groups. One of the groups developed a rock man/woman and this was a very novel idea and one that I will use at a later date.



It was time to walk back to the Catchpool Camping ground pitch tents and cook dinner. The usual learning re tent pitching and cooking proved another good team building experience. Sharing kai is so much fun and the innovations around recipes were many and varied. After dinner it was time for games and the many favorite tag games were a hit. The tin whistles, flutes, guitars and the many voices added to the evening's entertainment. The full moon rose between the hills as we sang. Oh what a night! Night games and night rope trails were set up by students and feedback provided good learning for the setters. We were blessed with another beautiful day and after breakfast we had yoga followed by team building and problem solving activities. We concluded with a rope circle, a tight

rope walk and a very insightful debrief.

What did the participants take from this experience?
Camping....

- **C**amaraderie and friendships for the year and maybe life
- **A**ppreciation of a local natural environment
- **M**ore confidence to run EOTC experiences in schools
- **'P**lace Based' experience using a valuable local resource
- **I**nterest camping and tramping
- **N**ovel approaches using groups ideas
- **G**reat ideas for teaching and learning

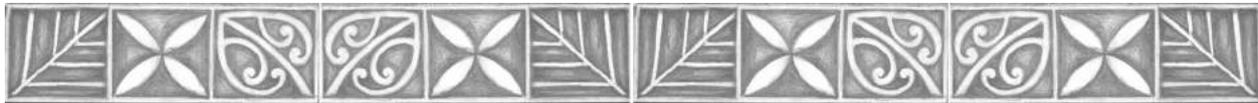
And more

Putting the E's into Education

Experiential Learning,
Environmental appreciation,
Empathy for sustainability
Excitement and Enthusiasm
Energy for more.....

A unique bond was formed between students and lecturers. This is evident as we walk around the campus being greeted warmly by the many students. The outdoors, especially an overnight helps to make connections and lifelong friendships. Other students in lectures have commented on how close many of the students are and how willing they are to contribute and share ideas. Clearly an unforeseen spin off. 'What a difference a day makes.'





EONZ, MSC and NZAEE joint development project

By Fiona McDonald

Education Outdoors New Zealand (EONZ) together with the New Zealand Association for Environmental Education (NZAEE) and the New Zealand Mountain Safety Council (MSC) have secured funding to administer two initiatives supporting education outside the classroom (EOTC). The funding, provided by Sport and Recreation New Zealand

(SPARC) through their Outdoor Recreation Investment, will allow the completion of the two initiatives as a joint project over the next two years.

The project is being lead by EONZ, in collaboration with the MSC and NZAEE and each organisation brings specific expertise by way of curriculum

knowledge, safety and sustainability principles to the project. The various project roles have been filled with personnel of high calibre to write a professional development package, facilitate a series of workshops to educators in schools and to develop web-based resources that are relevant and accessible.

The first initiative will deliver

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From 1 to 3 days, Peak Safety offers training and assessment of Unit standards 6400, 6401, 6402 and 424 in an outdoor setting. Students will be hands on in a scenario-based learning environment that will challenge them while enhancing leadership skills.

The Peak Safety Team

The Peak Safety Team is made up of individuals who deliver emergency care in the outdoors. Specifically we provide medical care on ski areas and for offroad events. This background helps us teach First Aid in a way that will keep participants active and interested. Our approach leads to a delivery style which minimises classroom time and incorporates enjoyable, scenario-based learning.



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a series of two professional development workshops across the country that will develop understanding of the *EOTC Guidelines, bringing the Curriculum Alive*. The workshops will unpack the guidelines and help to build of capacity within schools to provide quality EOTC experiences. The professional development writing team for this first initiative is a strong group comprising of Gemma Periam, Arthur Sutherland, Stu Allen and Robyn Zink, who bring a collective expertise in writing, professional development to lead change, curriculum and safety. The first workshop is scheduled for delivery in Auckland, Tauranga, Napier, Wanganui, Wellington, Christchurch, Dunedin and Invercargill during May 2011 and the second will follow on one year later. The workshops will come free to participants but schools will need to cover teacher release time

The second initiative involves development of a bank of readily accessible EOTC web based resources. This resource bank will be introduced to the professional development participants at the second workshop of the first initiative and promoted across the education and the outdoor sector as a significant and valuable tool for educators that is freely available

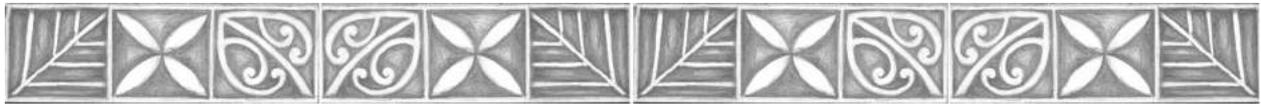
on an open source platform. The resource development team consists of Anne Brunt, Faye Wilson-Hill, Robyn Zink and Roger Waddell, all of whom have outstanding knowledge and ideas to offer the project. This team has started work pulling together some excellent examples of quality EOTC and resources to support teachers.

A large number of organisations and individuals have been part of the reference group consultation that has been conducted electronically. If you are interested in receiving project updates and giving feedback please email Fiona McDonald (Project manager) at fmcdonald@clear.net.nz.

Project Background

In October 2009 the Ministry of Education (MoE) published a critical document, *EOTC Guidelines, Bringing the Curriculum Alive*, for schools. EONZ set about securing funding to deliver professional development to support the document after learning that no funding for implementation was available through the MoE. At the same time EONZ was also working with MSC and NZAEE to attract funding for the development of online resources. After what has been a long process involving the EONZ collaboration partners and SPARC, an investment schedule has been signed off that will deliver on both initiatives. While there are challenges of a reduced overall budget to manage, the merge has enabled both initiatives to proceed. Furthermore, the resultant synergy generated by the collaborating partners is significant.

The three project partners established a governance group in November 2010 and EONZ, as the lead agency, signed off on an investment agreement with SPARC just before Christmas. The governance group is made up of two representatives from each organisation: Darryl Carpenter - MSC CEO, Leonce Jones - MSC education manager, Pam Crisp - NZAEE national chair, Faye Wilson-Hill - NZAEE executive committee, Catherine Kappelle - EONZ executive officer and Liz Thevenard - EONZ national chair, who also chairs the group. Fiona McDonald, also from EONZ, was subsequently appointed the role of Project Manager.



Oxford Area School and YMCA Wainui Park

were joint winners of
the EONZ Award for the
“Best Outdoor Education
Programme in NZ” for 2010.



Oxford Area School

Oxford Area School should be extremely proud of this award which recognised the **excellence of the outdoor education programme**, especially in the senior school where the Outdoor Pursuits and Leadership (Year 12) and Outdoor Management (Year 13) programmes take place. Many students learn, enjoy and benefit greatly from the outdoor education opportunities offered at Years 11, 12 and 13, and a number of international students are attracted to the school because of this. In addition the award also recognised the emphasis the outdoor programmes places on environmental issues and the way we share resources and programmes with other schools.

The award also recognises the **wide range of outdoor education programmes** throughout the school, starting with the Christchurch experience camps in year 6, the water based camp and outdoor experiences in years 7 and 8, the stars camp in year 9, and the ski trip and Waipara Boys Brigade camp offered to year 10 students. In addition outdoor experiences are used as mediums in NCEA Physical Education programmes to facilitate many of the leadership and interpersonal skill modules. The year 13 Physical Education white water kayak programme is of exceptional quality and attracts a wide range of students.



Bert McConnell, who has assisted with the outdoor education programme for many years, received the trophy on behalf of the school at the Outdoors New Zealand Forum. **Bert later presented the trophy to Peter Cooper**, (the HOD Outdoor Education at Oxford Area School) at a school assembly, and the trophy is now on display in the school office area.

We congratulate Peter who is well regarded as being highly skilled and innovative in his programme organisation. It is largely through his drive, energy and expertise that Oxford Area School is able to offer such an excellent outdoor education programme.

YMCA Wainui Park

Christchurch YMCA operates Wainui Park, situated on the western shore of Akaroa Harbour a short drive from Christchurch. The YMCA is a not for profit charitable trust committed to building strong young people, families and communities. The programme philosophy at YMCA Wainui Park focuses on personal development, respect, responsibility, leadership, friendship, fun and care for the environment. The programme is developed by the young people for the young people – with leaders earning their leadership status. Participants progress from Fantails for 9 and 10 year olds through to the leadership programme for 16 and 17 year olds. The judges of the EONZ award were impressed with the examples of students, some of whom had then gone on to be inspiring leaders. EONZ congratulates YMCA Wainui Park on their exceptional programme.



2010 SPARC Supreme Award Recipient Bert McConnell

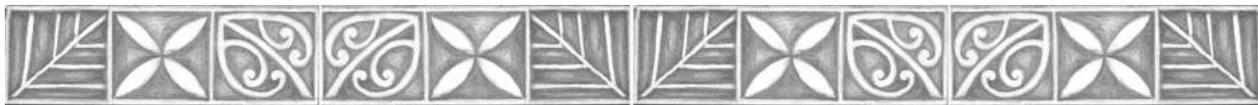
EONZ life member Bert McConnell was awarded the SPARC Supreme Award that recognises his enduring and significant contribution and commitment to outdoor education. Retiring in 2002 from his position as HOD of Outdoor and Environmental Education at Christchurch College of Education, Bert has continued to work with schools and students in the outdoors. Bert has had a profound impact on outdoor education and he has influenced many educators he has worked with.

Peter Cooper of Oxford Area School has many fond memories of working with Bert. Peter writes:

Unique to Bert are his shanties and songs that flourish during tramps and sea kayaking journeys. "We are good", "Bravisimo" and of course what trip could pass without the head, shoulders, knees, and toes in Swedish: "Huvud - Knad -Otar" finishing with a throaty "Hockinclapinfah"! I am an old hand at this wonderful activity but still cannot keep up with Bert! I can never forget classes of students being serenaded with songs such as Ole Man River as we paddled the Clarence. They are life's treasures.

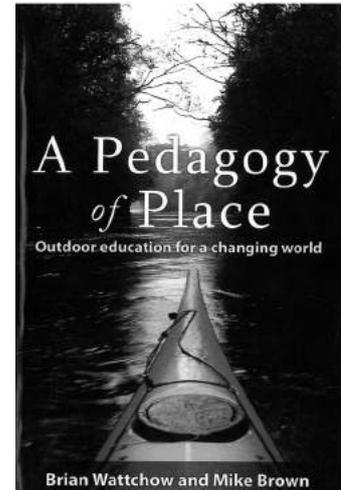
Bert extends challenges to the young people he works with, and makes them think about, and appreciate, our environmental responsibilities. Through provoking comments such as "there is no such place as away" Bert has made many of us reflect on how we deal with our waste. His knowledge is respected by those who share his company. "Ask Bert - he'll know" is a frequent comment. Bert willingly shares his knowledge of the bush; the names of plants, tress and wildlife, which has stirred in many people a passion for our natural environment.

To have my students asking "Is Bert Coming?" when we are planning forthcoming outdoor adventures is testament to how well he is thought of by the students. Thank you Bert - inspirational friend, role model and entertainer - We appreciate your wisdom and vitality.



Book Review by Dave Irwin

Learning about people and places through outdoor education



Outdoor education is a contested space and there is no shortage of opinions as to what, where and how learning outside the classroom should take place, and what meaning can be drawn from it. While environmentalists Aldo Leopold and David Orr lament the loss of connection people have with local landscapes and argue the urgent need to develop environmental ethics, few outdoor educators have explored how connection to land and development of ethics might occur. Exceptions include prolific and influential authors Wattchow and Brown who have recently published such an exploration: *A Pedagogy of Place: Outdoor education for a changing world*.

The book is written in a style that engages the reader with the authors on a very personal level. By this I mean the readers are not so much subjected to a distanced and academic discussion (although there is no lack of academic rigour here) but rather to an exploration of place and pedagogy through the personal and professional experiences of the authors. It is a fascinating journey, a key feature being the parallel stories presented by the authors of their personal and pedagogical place in Aotearoa New Zealand and Australia. The parallel stories of the authors have described the uniqueness of outdoor education in these Pacific places in a seamless

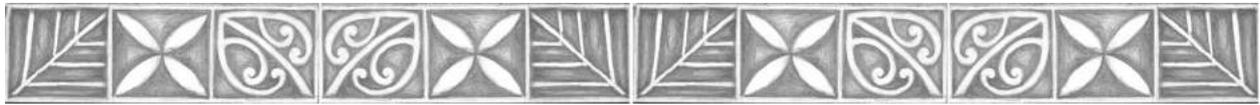
way, providing a truly Australasian perspective.

The book is laid out in nine chapters. The first chapter sets the scene, and the reader becomes aware that “context, situation and story matter”. The personal narratives of the authors provide the reader with a valuable context that signals the journey to the place from which the authors write. These narratives clearly indicate that the authors have been deeply influenced by, and remain deeply engaged with, their local places. Chapter 2 questions the foundational place of risk and challenge oriented activities in dominant outdoor education; and discusses the pedagogical and philosophical basis for an alternative outdoor education philosophy and practice based on responsiveness to place. This chapter does not aim to condemn contemporary interpretations of dominant outdoor education, but rather to highlight there are many lost opportunities for more meaningful learning experiences. Chapter three argues that engagement of place as opposed to disconnection to place must occur, regardless of how far that place is from home. Chapter four explores the theoretical understandings of place and identity, and chapters five, six, seven and eight describe a range of intriguing case studies

developed by the authors. It is within these chapters that the reader can find many ideas and insights into place based pedagogy. Chapter nine presents concluding discussion; and suggests that as outdoor educators, one of the greatest pedagogical challenges we face is developing in our students a sense of deep historical, cultural, and ecological connection with the places we visit.

The book is very readable, and would be a very useful resource for outdoor education teachers, centre based instructors, and tertiary students. As expected, the book is well referenced and chapter endnotes provide additional depth to arguments that have been presented. This is an excellent book and is a valuable addition to contemporary discussion about what we are trying to achieve in outdoor education in Australia and Aotearoa New Zealand.

A Pedagogy of Place – Outdoor education for a changing world.
By Brian Wattchow and Mike Brown
(Monash University Publishing, \$38.00)



Community Values

By Jo Martindale

Learning Outcomes

- To identify values that create a functional community and put these into practice
- Discuss how a functional community can help/aid an individual
- Identify a community they are part of and come up with 1 strategy they can use to improve the functioning of that community.

Resources:

- Foam Squares or wooden blocks or similar – 1 less than number in group (max 14 or 15 otherwise split into two groups)
- 4 x cones as game boundary markers
- Pens
- Sellotape
- Paper (1 piece per student plus 1 piece per foam square)
- 1x stone or similar per student
- Flat (ish) surface /ground to run activity

Set up

- Put two cones at each end to give a start line and finish line approx 10-15m apart.
- Take the rocks with student's personal aims/goals on and place them out randomly between the start and finish areas.

Briefing

Tell participants that they are going to play a game about communities.

Question: Give a definition of what a community is, and give some examples of a community e.g.: school, year group, area or neighbourhood where you live, sports group etc.

Question: If a community or group is to work well together what values or qualities are important i.e., listening, fun, support, co-operation, cultural understanding.

Students are to write each value or quality onto one of the foam squares.

Question: Think of a personal aim or goal you would like to achieve in the next year.

Each student is to write their aim or goal on a piece of paper and stick it to a rock (to stop it blowing away).

Definition of community

A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage. A social, religious, occupational or other group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exist i.e., the business community, the community of scholars.

Procedure for the game

1. The group is to work together to cross from the start line to the finish without touching the ground.
2. The group has 15/20 minutes to do this, collecting as many of the personal aims/goals taped to sticks or rocks along the way as you can.
3. The foam squares may be placed in on the ground to assist participants with their crossing, however they must have some form of human contact otherwise they disappear (I'll remove them!)



4. The foam squares can be picked up and repositioned, but not slid along the ground
5. If the foam squares are untouched they will be removed.
6. If a team member touches the ground the whole team must restart.
7. Foam squares need to be taken across finish line with you.

Debrief

How was that?

If we look at the values you said were important for a group/or

community how did you go with them?

(Teachers should expect specific answers. If students say 'good' ask what did you do that was good?)

These are the values you lost along the way (referring to tiles removed by the teacher), what would that mean to a community if they lost..... values?

Raise your hand/ nod your head, if you believe it is in fact possible for you to achieve your aim or goal on your own without the help and support of community.

I am going to read out the values you wrote for a community to work

well together, raise your hand/nod your head if you think these things would make it easier for you to achieve your own aim/goal? (Read out one by one the values they wrote on the foam squares)

Looking at these values you came up with that help a community work well together, think of a community or group you are involved with. Think of something you could do to help that community work better together.

Jo Martindale is a Queenstown based outdoor educator who has worked with a wide range of secondary school and tertiary programmes.

Maths Resource

from EONZ

Maths in the Outdoors

Education Outdoors New Zealand

Maths Outdoors is a Teacher resource of learning activities to use outside the classroom and away from school. Enrich your learning programmes with outdoor mathematical activities and applications.

www.eonz.org

A very useful resource from EONZ for teachers who want to take Maths outside the classroom or away on camp.

Copies are available from **EONZ** via www.eonz.org.nz or email: eonz.eo@clear.net.nz or **Executive Officer**
Education Outdoors
New Zealand Inc.
354 Tram Road
R D 2 Kaiapoi 7692

Price \$20.00 per copy.



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Membership is current for ONE year and runs from
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For further information contact the EONZ Executive Officer:

Phone: 03 327 9551

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